

Commission Webcast on Implementation of Education Specialist Credential: Language and Academic Development (LAD) Regulations

September 20, 2011

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Implementation of Education Specialist: Language and Academic Development (LAD) Regulations

September 20, 2011

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Table of Contents Presentation and Handout Resources and References

Audio Only
<http://www.ctc.ca.gov/live.html>

Chat Room Questions
lad2011@ctc.ca.gov

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Goals

- ◆ Introduction and specifics on the requirements for the new specialty area
- ◆ Guidance to employers for authorization and assignment
- ◆ Guidance to program sponsors
- ◆ Provide resources and references

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What is the LAD Authorization?

- ◆ A new full specialty area authorization that may be issued on Education Specialist credentials, permits or waivers
- ◆ Individuals earning this authorization will be prepared to enhance skills in literacy, language and communication for students with special needs.



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Why Did CTC Propose the LAD Authorization?

- ◆ In response to stakeholder requests, the Commission established an authorization that focuses on communication, language, and literacy to serve students with special needs *in an instructional setting*
- ◆ Students demonstrate a lack of communication and language or literacy skills required to access meaningful benefit from academic instruction



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Implementation

- ◆ Effective September 3, 2011
- ◆ Coded Correspondence 11-16
– Distributed September 16, 2011
- ◆ Frequently Asked Questions
- ◆ CCAC Conference in October



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How Do Candidates Obtain the LAD Authorization?

- ◆ Special Education Credentials Holders
 - Discuss LAD Special Education Limited Assignment (SELAP) or Variable Term Waiver (VTW) with employer and contact a Commission-approved Preliminary LAD Education Specialist Credential program sponsor for determination of remaining requirements



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How Do Candidates Obtain the LAD Authorization?

- ◆ General Education Credential holders
 - Discuss LAD Short-Term Staff Permit (STSP) or LAD VTW with employer and contact Commission-approved Intern or Preliminary LAD Education Specialist Credential program sponsor



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How Do Candidates Obtain the LAD Authorization?

- ◆ Individuals without any current teaching authorizations
 - Discuss LAD Teaching Permit or VTW with employer and contact Commission-approved Intern or Preliminary LAD Education Specialist Credential program sponsor



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LAD Teaching Authorizations

- ◆ LAD authorizations listed on
 - Intern Credentials • Preliminary
 - Teaching Permits • Clear
 - Variable Term Waivers
 - Limited Assignment Permits



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Education Specialist Teaching Credential Structure Including Intern (1997)

Content Specialty Area	Entry Certification	Advanced Certification
Mild/Moderate	MM L I	MM L II
Moderate/Severe	MS L I	MS L II
Deaf and Hard of Hearing	DHH L I	DHH L II
Visual Impairment	VI L I	VI L II
Physical Impairment	PHI L I	PHI L II
Early Childhood Special Education	ECSE L I	ECSE L II
Language and Academic Development (2011)	NA	NA



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Education Specialist Teaching Credential Structure Including Intern (2009)

Content Specialty Area	Entry Certification	Advanced Certification
Mild/Moderate	Preliminary MM	Clear Teaching Credential
Moderate/Severe	Preliminary MS	
Deaf and Hard of Hearing	Preliminary DHH	
Visual Impairment	Preliminary VI	
Physical Impairment	Preliminary PHI	
Early Childhood Special Education	Preliminary ECSE	
Language and Academic Development (2011)	Preliminary LAD	



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LAD Provisional Internship Permit (PIP)

- ◆ Not issued to holders of general and special education teaching credentials
- ◆ Same requirements for initial issuance as other Education Specialist specialty areas
- ◆ Renewal requirements do not change; must take subject-matter competence examinations



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LAD Short-Term Staff Permit (STSP)

- ◆ May be issued to holders of general and special education teaching credentials or individuals with no teaching credential
 - for special education credential holders, it would be in lieu of earning a SELAP during transition period
- ◆ Same requirements for initial issuance as other specialty areas
- ◆ Not renewable



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LAD Special Education Limited Assignment Permit (SELAP)

- ◆ Available to special education credential holders in any specialty area at request of employing school district
- ◆ LAD coursework or teaching experience is required for initial issuance
- ◆ While LAD programs are developed, special education course work or experience in academic language, language development, and literacy/reading development is acceptable



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LAD SELAP – Initial Issuance

- ◆ Education Specialist and Ryan Specialist Credential preparation programs in all specialty areas includes coursework in literacy/reading development
- ◆ No additional coursework or experience is required for these credential holders for initial issuance



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LAD SELAP – Initial Issuance

- ◆ Holders of special education credentials issued under the General and Standard statutes, regardless of specialty area, must verify the appropriate coursework or experience for initial issuance



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LAD SELAP - Renewal

- ◆ Six semester units of special education coursework towards the LAD authorization after the issuance date of the current SELAP and prior to the requested renewal date
- ◆ While LAD programs are developed, the Commission realizes that finding appropriate renewal coursework may be difficult



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LAD SELAP - Renewal

- ◆ If applicant is unable to find LAD course work to renew the SELAP, the applicant may apply through an employing agency for an extension by appeal
- ◆ Must include a letter from the applicant stating that after a thorough search, LAD coursework was not available



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LAD SELAP - Renewal

- ◆ Leniency in issuing extensions during this transition period will be discontinued as additional LAD coursework and programs become available
- ◆ Extensions will count toward the three total SELAPs that may be issued to an individual in any specialty area



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LAD SELAP - Renewal

- ◆ Employers may opt to apply for a LAD VTW for special education credential holders instead of a SELAP during transition period
 - May only be issued three VTWs in a specialty area
- ◆ Credentialed special education teachers may be issued one LAD STSP either before or after the issuance of a LAD SELAP or LAD VTW
 - Only one STSP (general or special education) may be issued



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LAD Variable Term Waivers (VTW)

- ◆ Employers may opt to apply for LAD VTW for general and special education credential holders and individuals who do not hold any current teaching certification
- ◆ No coursework or experience needed for initial issuance



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LAD VTW - Renewal

- ◆ Six semester units of coursework and enrollment in a program
- ◆ Extensions are available similar to SELAP process
- ◆ Application must include letter from the applicant stating that after a thorough search, LAD coursework and program was not available



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All LAD Extensions During Transition Time

- ◆ SELAPs and VTWs
 - For LAD only
- ◆ Available until July 1, 2013
- ◆ Commission will update this policy as LAD programs and coursework become available



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Application Process

- ◆ Commission database is not yet ready to accept online LAD applications for:
 - Interns, Preliminary and Clear Education Specialist Credentials
- ◆ Temporary measures are in place to accept paper applications
 - PIPs, STSPs, SELAPs, and VTWs are already submitted as paper applications
- ◆ Appropriate documents will be issued as soon as the system is updated



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Application Process

- ◆ LAD Letters of Eligibility
 - Temporarily issued
 - Verifies academic eligibility and professional fitness
 - Will not display online
 - Provide to local employing agency for assignment monitoring and employment purposes
- ◆ Application procedures



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Special Education Authorizations

Used to determine appropriate placement in Least Restrictive Environment for LAD special needs students by teams that create

- ◆ Individual Education Program (IEP)

Authorization for LAD specialty area is preschool, K-12 up to age 22 –IEP Teams determine necessary services



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Service Across Continuum of Program Options

- Resource rooms/ services
- Special ed settings
- General ed settings
- Special schools
- Home/Hospital
- State Hospitals
- Development centers
- Correctional facilities
- NPS/NPA
- Alternative settings
- Non-Traditional instructional settings other than classrooms



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Autism Spectrum Disorders (ASD)

- ◆ Content included in preliminary program for all specialty areas
- ◆ Authorized to serve special needs students in autism
 - Within specialty area of credential
 - Within grade and age level of LAD authorization



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Resource Specialist (RSP) Authorization on LAD

- ◆ May provide RESOURCE services across all disability areas
- ◆ IEP Team may determine additional authorization is needed



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Commission on Teacher Credentialing

English Learner (EL) Authorization


- ◆ Provide English Language Development (ELD) in grades 12 and below
- ◆ Provide Specially Designed Academic Instruction in English (SDAIE) in grade level and specialty area of Education Specialist Credential


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Commission on Teacher Credentialing

LAD Holder is Prepared to Provide


- ◆ Teaching strategies for
 - Early literacy skills
 - Reading
 - Writing and language arts
 - Linguistic elements of reading including
 - ◆ decoding and word analysis strategies
 - ◆ vocabulary ◆ comprehension
 - ◆ academic language ◆ spelling
 - ◆ written language


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Commission on Teacher Credentialing

LAD Holders


- ◆ Identify deficits and offer intervention strategies in the areas of language and academic development that ultimately enable students with special needs to access the academic core curriculum
- ◆ Not limited to only the Speech and Language Impairment Federal Disability Area


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Commission on Teacher Credentialing

Depth of Preparation

- ◆ Holders of the LAD authorization are prepared to enhance skills in literacy, language and communication for students with special needs
- ◆ By incorporating the diagnostic and remedial skills of a general education reading specialist with the developmental skills of an Education Specialist serving M/M students, the added components of language and communication skills assure that gaps are filled and missing links are found for students with special needs




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Commission on Teacher Credentialing

Across Disability Areas

- ◆ Allows provision of instructional services to students with special needs across the federal disability areas
- ◆ Limited to serving students identified with **academic communication and language needs**
- ◆ Not an authorization to provide generic special education services for special needs students in all disability areas




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Commission on Teacher Credentialing

Mild/Moderate (M/M)and Early Childhood Special Education

- ◆ Mild/Moderate and Early Childhood Special Education Credential holders are authorized to provide instruction to students with language and academic development needs
 - Limited to students with disabilities that fall within their specialty area
 - Limited to grade and age level of document



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Providing LAD Instructional Services to Special Needs Students

- ◆ LAD Credential holders are prepared and authorized to serve special need students with identified language and academic development needs across disability areas allowing for flexibility at the local level
- ◆ Holders of the LAD specialty area have a deeper preparation to provide instructional services to students with special needs in these areas



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Educational Assessments

- ◆ May administer the same type of educational tests and assessments as all other specialty areas listed on an Education Specialist Credential
- ◆ Not authorized to administer the diagnostics tests to determine if a student has a speech and/or language disorder



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General Education Students

- ◆ Students must be assessed at the local level through the IEP Team process and qualify for special education services.
- ◆ Does not authorize providing instructional services to general education students except in co-teaching assignments with an appropriately authorized general education teacher



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Response to Instruction and Intervention (RtI²)

- ◆ Role of LAD teacher is broader than only serving students with special needs in an RtI² model
- ◆ Education Specialist Credential holders including LAD may provide instructional services to students with special needs as determined by the IEP Team in an RtI² model or other service delivery models



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Assignment Monitoring

- ◆ As the new LAD specialty area serves across disability areas, county offices of education (COE) will need to confirm that the students with special needs being served by a LAD teacher have been identified on their IEP as needing language and academic development services
- ◆ COEs should work with their districts to identify a method for communicating LAD assignment information



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Documentation for Assignment Monitoring

- ◆ Districts may report to the county in different formats including but not limited to:
 - overall letter indicating that students assigned to a LAD teacher have IEP-identified language and academic development needs
 - course title designation for LAD self-contained special education classrooms
 - electronic report identifying the LAD service needs for students enrolled in a class or receiving services from a LAD teacher



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LAD and Speech-Language Pathology (SLP) Services

- ◆ LAD – instructional authorization
 - Academic content subject areas
 - Academic skills intervention in literacy development, written language and quantitative reasoning
- ◆ SLP – provide service to student with speech and/or language disorders
 - Diagnostic information and language and speech assessment and services



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LAD and SLP

- ◆ LAD
 - Participates on IEP Team as teacher
- ◆ SLP
 - Participates on IEP Team to develop speech and language goals in support of core academic curriculum



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SLP

- ◆ Speech disorders
 - Misarticulations, disfluency, and voice disorders
- ◆ Language disorders
 - Deficits in areas of receptive and expressive language encompassing semantics morphology, syntax and pragmatics



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Summary

- ◆ SLPs identify and serve students with speech and language disorders
- ◆ LAD teacher works on academic issues, and conducts educational assessments in instructional settings
- ◆ All Education Specialist programs include the reading requirement but the LAD program has more highly specialized training in academic communication, language, and literacy



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Summary

- ◆ Many students have language and literacy difficulties
 - Some fall into the Speech and Language Impairment federal disability area but also in other disability areas
- ◆ LAD authorization was carefully crafted to ensure that there is no replacement of SLP services but rather provide options when a student with special needs requires additional academic support in literacy, language and communication



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LAD Program Standards

- ◆ LAD Standards were approved in 2008
- ◆ Preconditions, Common Standards and Specialty Standards can be found on the Commission's website
- ◆ LAD Standards begin on page 36




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Commission on Teacher Credentialing

LAD Standards

- ◆ 1: Characteristics of Students with Communication Needs
- ◆ 2: Language Development
- ◆ 3: Assessment and Evaluation of Language Skills
- ◆ 4: Academic Assessment and Instruction




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Commission on Teacher Credentialing

LAD Standards

- ◆ 5: Planning and Implementing Curriculum and Instruction
- ◆ 6: Literacy Instruction
- ◆ 7: Social/Pragmatic/Communication Skills
- ◆ 8: Behavior Based Teaching Strategies




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Commission on Teacher Credentialing

Language of Standards

Standard 8: The candidate identifies and utilizes behavioral based teaching strategies in the design and implementation of language instruction to effectively serve students with behavioral challenges including, but not limited to, students with autism spectrum disorders and emotional disturbance. Candidates understand the impact of sensory deficits on the development and application of language and other communications. Candidates have an understanding of the use of positive behavioral supports and current behavior practices in the field. Candidates have skills in creating instructional and behavior support partnerships with parents/families/teachers/ employers.



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Induction Support Provider

- ◆ Must be assigned within 30 days of employment and verifies:
 - 1) Valid California special education teaching credential in the specialty area of the teacher OR
 - 2) Sufficient professional background and experience in specialty area
 - initially Mild/Moderate and Learning Handicapped Credential holders



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Preparing a LAD Proposal

Program Sponsors must submit:

- ◆ Intent to Submit Form
- ◆ Common Standards or Common Standards Addendum
- ◆ Appropriate Preconditions
- ◆ Program Design Standards (8), Program Standards (8) and LAD Standards (8)



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Initial Program Review (IPR)

When:

- ◆ A Program Sponsor wants to begin a new program

Purposes:

- ◆ Documents how the program will meet all Standards
- ◆ Accompanied by support documentation



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IPR Documents

Additional specific documents to be submitted:

- ◆ Course Syllabi/Course Outline
- ◆ Narrative response to Common Standards, Preconditions, and
- ◆ Brief faculty vitae and/or summary of qualifications for positions to be filled



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Coursework Equivalence

Guiding document provided on Commission website:

Comparability of Coursework for
Sponsors of Special Education
Teacher Preparation Programs



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Key Principles Related to Granting Equivalency

- ◆ Decision to grant an equivalency rests with the program
- ◆ Program Sponsors have broad range of possibilities if equivalency will be granted



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Key Principles

- ◆ Each program sponsor should have written policy for a candidate to request an evaluation from a program
- ◆ Evaluation of knowledge and skills are not tied to university credit (units)



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List of Approved Programs

- ◆ Commission Website
- ◆ Credential Information Guide (CIG)
- ◆ List on Special Education link within Program Sponsor link



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Certification, Assignment and Waivers Division

Director – Patty Wohl

- ◆ Information Services
 - Credential Requirements/Renewal
 - Telephone: 888-921-2682 (*noon to 4:45 pm*)
 - Email: credentials@ctc.ca.gov
 - Web Page: www.ctc.ca.gov
 - Credential Information Guide (CIG): http://www.ctc.ca.gov/credentials/cig2/cig_toc.html



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Professional Services Division

Director – Teri Clark
Program Administrator – Cheryl Hickey

Consultant - Marilyn Fairgood
email: mfairgood@ctc.ca.gov
Questions concerning special education teacher or service credential preparation programs



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Commission Listserv E-mail System

Send an email to the addresses below

CTC News:

NewsList-subscribe@lists.ctc.ca.gov

CAW News:

cawnews-subscribe@lists.ctc.ca.gov

PSD News:

psd-news-subscribe@lists.ctc.ca.gov



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Administrator's Assignment Manual

- ◆ Information on credentials issued, their authorizations, and options for employers
- ◆ Assignment Unit – Roxann L. Purdue
telephone: 916-322-5038 (voice mail)
email: cawassignments@ctc.ca.gov



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**Thank you for
attending**



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**Also authorizes service as a resource specialist (in a resource setting) across all disability areas at the grade level of the document.*

Mild/Moderate * (K-12 to Age 22)	X		X		◆ ¹						X	
Moderate/Severe * (K-12 to Age 22)		X	X	X	X			X				
Language and Academic Development * (Pre-K to Age 22)	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²	◆ ²
Deaf & Hard-of-Hearing * (Birth to Age 22)					◆ ¹		X	X				
Physical & Health Impairment * (Birth to Age 22)				X	◆ ¹					X	X	X
Visual Impairment * (Birth to Age 22)					◆ ¹			X	X			
Early Childhood Special Education * (Birth to Pre-K only)	X	X	X	X	X						X	X

Early Childhood Special Education Certificate (Birth- Pre -K only) ³	X	X	X	X	X						X	X
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**** Holder authorized to conduct assessments, provide instruction, and special education related services to individuals within disability across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential.**

Autism Spectrum Disorders **				X							
Deaf-Blind **						X					
Emotional Disturbance **			X								

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Added Authorizations in Special Education - AASE (continued)

Other Health Impairment **											X	
Orthopedic Impairment**										X		
Traumatic Brain Injury**												X
Early Childhood Special Education Added Authorization ** (Birth- Pre -K only) 3	X	X	X	X	X						X	X

Ryan Service Credentials with a Special Class Authorization

Speech Language Pathology Services With Special Class Authorization (Birth to Age 22)					X	X						
Clinical or Rehabilitative Services in Language, Speech & Hearing With Special Class Authorization (Birth to Age 22)					X	X						

Ryan Specialist Instruction Teaching Credentials (initially issued 1976 to September 27, 1997; renewals available)

Communication Handicapped					◆ ⁴	X	X	X				
Learning Handicapped	X		◆ ⁵								X	
Severely Handicapped		X	X	X	X			X				
Physically Handicapped				X					◆ ⁶	X	X	X
Visually Handicapped								X	X			

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Teaching Credentials (initially issued 1961 to 1976; renewals available)

Minor-Mentally Retarded	X	X	◆ ⁵	X								
Minor-Speech & Hearing Handicapped						X						
Minor-Deaf & Severely Hard-of-Hearing							X					
Minor-Visually Handicapped									X			
Minor-Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X

Standard Limited Specialized Preparation Teaching Credentials (initially issued 1961 to 1976; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Speech & Hearing Handicapped						X						
Deaf & Severely Hard-of-Hearing							X					
Visually Handicapped									X			
Orthopedically Handicapped Including Cerebral Palsied				X						X	X	X

Credential Authorization	Specific Learning Disability/Mental Retardation (<i>Mild/Moderate</i>)	Mental Retardation (<i>Moderate/Severe</i>)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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Standard Restricted Teaching Credentials (initially issued 1961 to 1976; renewals available)

Educable Mentally Retarded	X		◆ ⁵									
Trainable Mentally Retarded		X	◆ ⁵	X								
Speech & Hearing Therapy						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf & Severely Hard-of-Hearing							X					
Deaf-Blind								X				
Severely Hard-of-Hearing								X				
Visually Handicapped									X			

Exceptional Children Teaching Credentials (initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Speech Correction & Lip Reading						X						
Orthopedically Handicapped Including the Cerebral Palsied				X						X	X	X
Deaf or Hard-of-Hearing							X					
Visually Handicapped									X			

Credential Authorization	Specific Learning Disability/Mental Retardation (Mild/Moderate)	Mental Retardation (Moderate/Severe)	Emotional Disturbance	Multiple Disabilities	Autism	Speech or Language Impairment	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairment Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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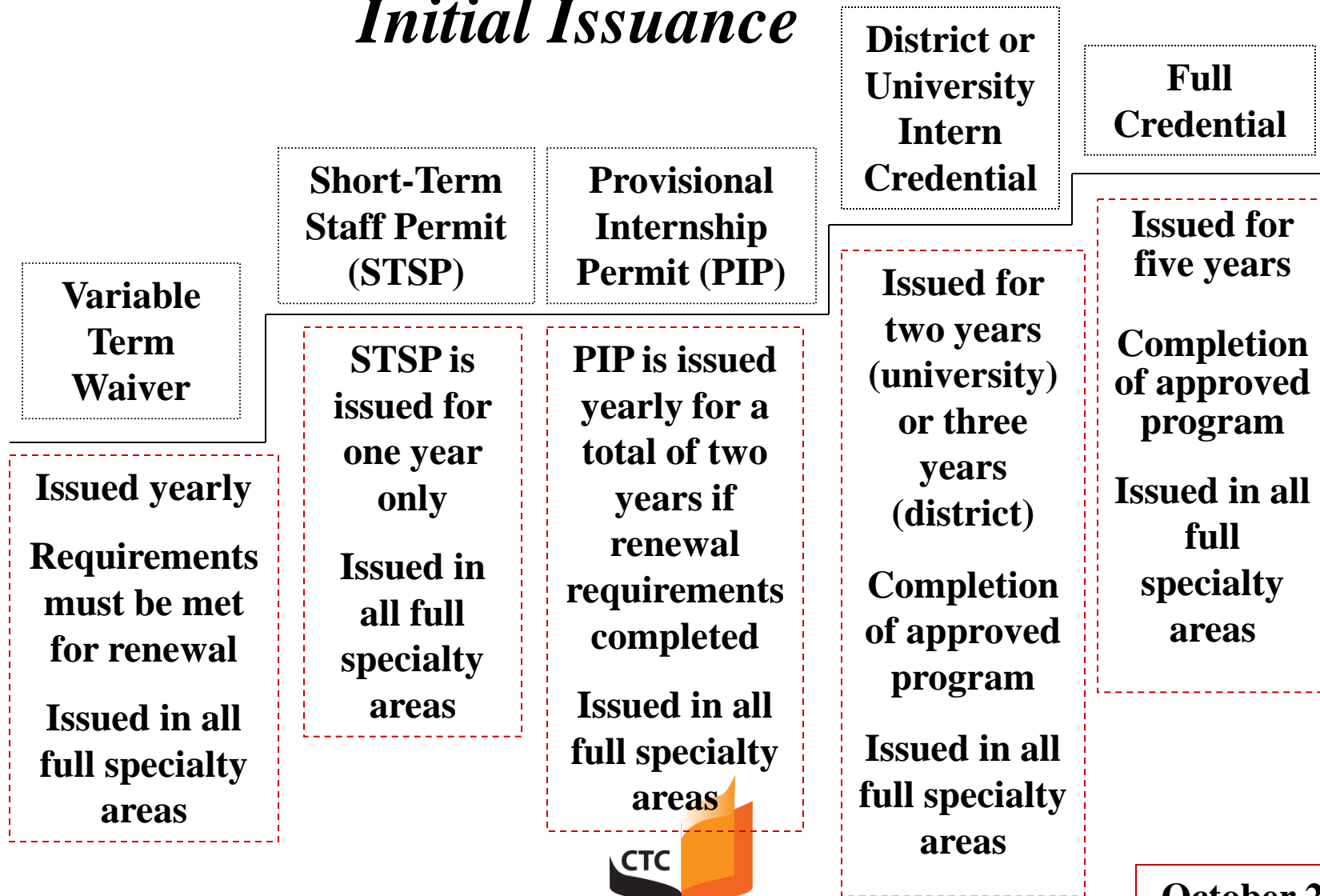
Special Secondary Teaching Credentials initially issued prior to 1961; renewals available)

Mentally Retarded	X	X	◆ ⁵	X								
Correction of Speech Defects						X						
Deaf							X					
Lip Reading							X					
Partially Sighted Child									X			
Blind									X			

- 1 Autism Spectrum Disorders (ASD) content is included in all preliminary Education Specialist Teaching Credential programs in all specialty areas. The preliminary credential will authorize the holder to provide autism instructional services to students within the specialty area(s) of their credential. The additional ASD authorization is for California-prepared special educators. The ASD authorization will appear as a separate authorization on the Education Specialist Teaching Credential document.
- 2 The Language and Academic Development Special Education Credential authorizes services for ages pre-K to age 22 across disability areas limited to students identified with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.
- 3 An individual must hold a valid prerequisite special education credential; the certificate and added authorization authorizes services for ages birth to pre-K only.
- 4 Individuals employed under the following option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was other health impaired (autistic), and have received a favorable evaluation for that service from the employing school district. Acceptance of experience is a local employing agency decision.
- 5 Individuals employed under the following option prior to July 1, 2010 may continue to serve but no new individuals may be placed on the basis of this option after this date. Holder must have taught full-time for at least one year prior to September 1, 1991, in a special class in which the primary disability was seriously emotionally disturbed and have received a favorable evaluation for that service from the employing school district OR completed a Commission-approved program for the seriously emotionally disturbed (none currently available). The certificate of completion is issued by the college or university and must be kept on file at the employing agency. Acceptance of experience is a local employing agency decision.
- 6 Issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped.

Special Education Certification Ladder

Initial Issuance



Special Education Certification Ladder

For Fully Credentialed Special Education Teachers

**Local
Teaching
Assignment
Option**

**Autism
only
No
document
issued
Sunsets
Fall 2013**

**Special Education
Limited
Assignment Permit
(SELAP)**

**Issued yearly for a total
of three years per
specialty area
Requirements must be
met for renewal
Issued in all full
specialty areas**

**Added
Authorization in
Special Education
(AASE)**

**Valid as long as
prerequisite is valid
Completion of
approved program
Issued in specific
areas within full
specialty area**



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**October
2011**

Education Specialist Teaching Credential: Language and Academic Development (LAD): Frequently Asked Questions, Glossary, and Charts

This item includes a Glossary of Terms immediately following the Frequently Asked Questions section. There are four charts in Appendices 1-3 that illustrate the authorization for the LAD teaching authorization and the Speech-Language Pathology Services Credential authorization. Appendix 4 contains Title 5 section 3030 concerning Eligibility Criteria for special education services.

Regulations

1. Why did the Commission propose a new Education Specialist specialty area in Language and Academic Development?

In response to the repeated calls from stakeholders for a special education teaching authorization that focuses on communication, language, and literacy, the Special Education Workgroup and Design Team, appointed by the Commission in 2006, recommended the addition of an Education Specialist teaching authorization that focuses on those communication deficiencies that impede academic achievement. The Speech-Language Pathology (SLP) Services Credential authorizes a speech pathologist to provide services to students with language and/or speech disorders. The Education Specialist Credential: Language and Academic Development (LAD) authorizes individuals to teach students with communication and academic language deficiencies.

The purpose of the Education Specialist Credential: LAD is to provide highly needed support for academic and social success for students with special needs who have identified needs in language and academic development. Individuals earning this authorization will be prepared to enhance skills in literacy, language and communication for students with special needs. By incorporating the diagnostic and remedial skills of a general education reading specialist with the developmental skills of an Education Specialist serving Mild/Moderate students, the added components of language and communication skills assure that gaps are filled and missing links are found for students with special needs. See FAQs # 6, 10 and 14 for specific details on the instructional services that may be provided, the federal disability areas that may be served, and the variety of settings that may be found within the authorization for instructional services in grades preschool through 12 and up to age 22.

The emphasis on the importance of language in instructional programs has received increasing focus in California. This includes a focus in the area of English learners, academic language, and literacy. Legislative mandates for Students with Disabilities to achieve academically have been adopted and Common Core Standards, adopted by the California State Board, include listening and speaking standards.

Students with special needs may need additional academic support in addition to the speech and language services provided by a speech language pathologist. Language deficiencies may come from a variety of sources. Speech language pathologists provide services in the area of speech and/or language disorders. The SLP identifies the student's speech and/or language service needs; however,

if the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the Individualized Education Program (IEP) Team may determine that **both** SLP services and specially designed special education instruction from the holder of the LAD authorization are required. Conversely, the IEP Team may determine that a student with special needs requires only instructional services and the student would be taught by the holder of a LAD authorization. As the student progresses in meeting his/her goals and outcomes, the student may or may not require SLP services. It is not required that a student with special needs being taught by the holder of a LAD authorization also receive SLP services. This is a determination made by the IEP Team based on assessments, outcomes and goals. See the Glossary for a definition of IEP Team.

2. What is the status of the LAD specialty area authorization regulations?

The regulations were approved on August 3, 2011 by the Office of Administrative Law. They were filed with the Secretary of State's office and are effective September 3, 2011.

LAD Specialty Area Authorization and the SLP Authorization

3. Is the Education Specialist Credential: LAD an attempt to replace Speech-Language Pathologists (SLPs)?

No. The authorization statement in Title 5 section 80048.6(b)(8) specifically states a student "...may receive instructional services from the holder of the LAD authorization for academic instruction and support, in addition to, not instead of, speech and language services." The LAD authorization is a teaching authorization that allows the holder to provide instructional services within content areas to students with special needs. It does not authorize providing speech and/or language services.

The Glossary includes the authorization statements for the LAD teaching authorization and the SLP Services Credential. In addition there are definitions for Educational Assessment, Special Education Support, and Language, Speech, and Hearing Assessment, Educational Assessment. Also see the chart in Appendix 3.

4. What is the difference between the LAD authorization and an SLP Credential authorization?

The simplest answer is that the LAD authorizes the holder to provide instructional services within content areas and the SLP Services Credential authorizes the holder to provide services to students identified with speech and/or language disorders. Both documents address language needs of students; one in an instructional setting and the other in a service capacity (service provider).

SLPs Credential holders are responsible for serving students with special needs who exhibit speech and/or language disorders as determined by the IEP Team as defined in Title 5, section 3030. *See Appendix 4 for the text of the Title 5 regulation.* These speech and/or language disorders must be determined to have a significant adverse educational impact upon the identified students. Misarticulations, disfluency, and voice disorders are examples of speech disorders. Deficits in the areas of receptive and expressive language encompassing semantics, morphology, syntax, and pragmatics, as described in Title 5 section 3030(c) would constitute language disorders.

Speech-language pathologists provide diagnostic information and comprehensive language and speech assessment for student and participate in the IEP Team process to develop speech and language goals in support of the core academic curriculum and the students' ability to communicate effectively with teachers and peers. Services to students with speech and/or language disorders may be provided in individual or small group sessions, in classrooms when working with teachers who are providing instructional services, or in a consultative model with teachers and parents. Speech-

language pathologists integrate students' speech and/or language goals with academic outcomes and functional performance. See the charts in Appendices 1-3.

Holders of the LAD authorization will be prepared to teach students with special needs *in an instructional setting* who demonstrate a lack of communication and language or literacy skills required to access meaningful benefit from academic instruction. Academic skills interventions include but are not limited to the following areas: literacy development, written language, and quantitative reasoning. LAD authorization holders, based on the coursework completed in their preliminary program, demonstrate a depth of knowledge and skills in the teaching strategies for early literacy skills, reading, writing and language arts including linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language. The ability to identify deficits and offer intervention strategies in the areas of language and academic development that ultimately enable students to access the academic core curriculum is essential to this authorization and undergirds the role and function of the holder in the school instructional setting.

While the student with special needs in the area of Speech and Language Impairment is the most likely candidate for the LAD teacher to serve, students in other disability areas, especially Mental Retardation, Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Autism, may be served if the IEP Team determines that the student with special needs has an identified academic communication and language deficit and is best served in an instructional setting.

If the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the IEP Team may determine that **both** SLP services and specially designed special education instruction from the holder of the LAD authorization are required. Conversely, the IEP Team may determine that a student with special needs requires only instructional services and the student would be taught by the holder of a LAD authorization. As the student progresses in meeting his/her goals and outcomes, the student may or may not require SLP services. It is not required that a student with special needs being taught by the holder of a LAD authorization also receive SLP services. This is a determination made by the IEP Team based on assessments, outcomes and goals.

Holders of the LAD authorization are authorized to teach all academic subjects, consistent with the other Education Specialist teaching credentials: e.g., mathematics, science, social studies, art, physical education, and music. The credential also includes an authorization for Autism Spectrum Disorders, Resource Specialist, and teaching English learner students with special needs.

The Glossary includes the authorization statements for the LAD teaching authorization and the SLP Services Credential and definitions for Educational Assessment, Education Services, Special Education Support, and Language, Speech, and Hearing Assessment. Also see the charts in Appendix 3.

5. What type of tests and assessments may the holder of an Education Specialist Credential: LAD administer?

The holder of an LAD authorization may administer the same type of educational tests and assessments that all other specialty areas listed on an Education Specialist Credential may administer. They are not authorized to administer the diagnostics tests to determine if a student has a speech and/or language disorders. Those tests are administered by the holder of a SLP Credential in

Language, Speech and Hearing, a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, or other previously issued credentials authorizing speech and/or language services.

Authorization

6. What type of instructional services will an Education Specialist Credential: LAD teacher provide?

An individual holding an Education Specialist Teaching Credential: LAD will be a teacher for students with special needs who have been assessed at the local level and the IEP Team has determined the student requires special education services. The LAD authorization allows the holder to provide instructional services in a classroom and other settings to students with special needs with specific needs in academic communication and language areas in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.

Holders of the LAD authorization will be authorized to teach all academic subjects, consistent with the other Education Specialist teaching credentials: e.g., mathematics, science, social studies, art, physical education, and music to students within their classrooms or other settings. See question #12 for types of settings.

The LAD authorization holder has completed extensive training in communication, language and literacy as part of the preliminary Education Specialist teacher preparation program. As with all other Education Specialist authorizations, the LAD also includes authorizations for autism spectrum disorders to serve in a resource setting, and to provide instructional services to English learner students with special needs. See the Glossary for the Education Specialist Credential: LAD Authorization statement and the chart in Appendix 1.

7. How is the LAD authorization teacher different from a Resource Specialist teacher?

The LAD authorization allows the individual to provide instructional services to students with special needs in a classroom and other settings with specific needs in academic communication and language areas in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. In addition, the LAD also includes authorizations for autism spectrum disorders to serve in a resource setting, and to provide instructional services to English learner students with special needs.

The Resource Specialist authorization is limited to providing resource services only as determined by the IEP Team. The IEP Team determines eligibility for special education services and the most appropriate placement and service delivery model for students based on the area of needs and goals for the student. In the case of student needing resource services, the student is assigned to a general education classroom for a majority of a school day. The RSP Certificate, the RSP Added Authorization, and the RSP Authorization on an Education Specialist Credential authorize providing resource services across all disability areas.

If a resource specialist does not possess the knowledge or skills to serve a particular student in a specific specialty area, the IEP Team should determine who will provide those services and/or consult with the resource specialist. This situation most often occurs with students with special needs being provided resource services in the area of autism or who have low incidence disabilities such as deaf and hard-of-hearing, physical and health impairments or visual impairment.

8. How is the LAD teacher different from an Education Specialist: Mild/Moderate or Early Childhood Special Education teacher?

Holder of Education Specialist Credentials: Mild/Moderate (M/M)) and Early Childhood Special Education (ECSE) are also authorized to provide instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22) allows instructional services in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. However, the holder of an Education Specialist Credential: LAD authorization will have completed much of the same preparation as an Education Specialist Credential: M/M authorization but will have a greater depth of knowledge in the areas of language, language acquisition, and literacy (in preschool, grades K-12 up to age 22). See the charts in Appendices 1 and 2.

9. Are there charts available that illustrate the difference in the authorization for the LAD authorization and the authorization for the Speech-Language Pathology Services Credential?

Yes, see the charts in Appendices 1-3.

10. Isn't the LAD authorization just like having a generic special education credential?

No. While the LAD authorization allows an individual to provide instructional services to students with special needs across the federal disability areas, it is limited to serving students identified with academic communication and language needs. It is not an authorization to provide generic special education services for special needs students in all disability areas. The Commission believes that most of the students taught by the LAD authorization will qualify for special education services in the mild/moderate disabilities, moderate/severe disabilities, and speech and language impairment areas. See the Glossary for the Education Specialist Credential: LAD authorization statement and the chart in Appendices 1-3

11. What grade level will the LAD Authorization authorize?

The authorization is for preschool, kindergarten to grade 12 up to age 22.

12. In what type of setting will the LAD authorization be serving?

The service across the continuum of program options is the same for all Education Specialist Credential teaching authorizations including the LAD to serve *students with special needs* as follows: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

13. Will the role of the LAD teacher be to only implement Response to Intervention and Instruction (RtI²)?

No. The role of the LAD teacher is broader than only serving students in an RtI² model. The LAD authorization holder and other Education Specialist Credential holders may provide instructional services to students with special needs as determined by the IEP Team in an RtI² model or other service delivery models. See the Glossary for the Education Specialist Credential: LAD authorization statement and the chart in Appendix 1.

Employment

14. Why would an employing agency hire this new LAD teacher?

Employing agencies have identified a growing area of need to serve students with special needs from preschool through age 22 who have as part (or most) of their significant academic need, areas of deficit in the area of language/literacy/reading. Since reading is fundamental to academic learning, the teacher with a LAD authorization will be prepared to serve this growing need. In addition, a large portion of the students who qualify for special education services continue to qualify under the category of Speech and Language Impaired (SLI) for speech and/or language disorder requiring the services of a speech-language pathologist. Those students often also have academic needs above and beyond the need for speech and/or language services, especially in the core curriculum. The teacher with the LAD authorization will be prepared to provide instructional services and access to the core curriculum to these populations.

The holder of Education Specialist Credential: Mild/Moderate (M/M)) and Early Childhood Special Education (ECSE) authorizations allow instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22) allows instructional services in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. However, the holder of an Education Specialist Credential: LAD authorization will have completed much of the same preparation as an Education Specialist Credential: M/M authorization but will have a greater depth of knowledge in the areas of language, language acquisition, and literacy (in preschool, grades K-12 up to age 22). See the charts in Appendices 1 and 2.

15. Who will decide if an individual holding an Education Specialist Credential: LAD authorization or a SLP Services Credential will work with a student?

The IEP Team makes the decision concerning the type of services each students with special needs should be provided. The current screening/assessment through the IEP Team process will continue whereby only an individual with an SLP Services Credential can assess a student for speech and/or language disorders and provide speech and/or language services. Based on discussion with employers, the Commission believes there will be many cases in which a student with special needs will need instructional services from the holder of a LAD authorization and speech and/or language services from a speech-language pathologist. See the charts in Appendices 1-3.

While the student with special needs in the area of Speech and Language Impairment is the most likely candidate for the LAD teacher to serve, students in other disability areas, especially Mental Retardation, Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Autism, may be served if the IEP Team determines that the student with special needs has an identified academic communication and language deficit and is best served in an instructional setting.

16. Must students qualify for special education services to be taught by the holder of a LAD Authorization?

Yes. Students must be assessed at the local level through the IEP Team process and qualify for special education services. The LAD authorization does not authorize providing instructional services to general education students. See the charts in Appendices 1 and 2.

17. Will the LAD authorization be available on an Education Specialist Teaching Permit, Limited Assignment Permit and Variable Term Waiver?

Yes. The LAD specialty area authorization may be issued on these types of documents.

LAD Teacher Preparation Program

18. Who will be master teacher/supervisor for the Education Specialist Credential: LAD candidate?

Initially an individual holding an Education Specialist Credential: Mild/Moderate (or the equivalent such as a Ryan Specialist Instruction Credential: Learning Handicapped) with the instructional experience in the areas of language and literacy development is the most appropriate individual to serve as the master teacher/field supervisor for the Education Specialist Credential: LAD candidate. As times goes on and individuals earn the Education Specialist Credential in the LAD specialty area, these individuals will also be appropriate master teacher/supervisors.

19. When will there be programs available where I may take courses for the LAD authorization?

The LAD program standards were approved in 2008 (at that time they were entitled ‘Communication Development’) with the other six Education Specialist specialty areas (mild/moderate, physical impairments, etc.). Prospective program sponsors may submit a program document to the Commission and as programs are approved by the Committee on Accreditation they will be listed on the Approved Programs webpage (http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html). See the information on the Commission’s webpage at <http://www.ctc.ca.gov/educator-prep/new-program-submission.html> for additional information related to submitting a program. As programs are approved, the Commission will inform our stakeholders.

20. Where can I find the LAD authorization program standards?

The LAD Specialty Program Standards may be found starting on page 36 at <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>. In addition, an individual earning a LAD authorization must meet the Education Specialist Preconditions starting on page 1 and the Common Standards starting on page 10.

21. Will there be Level I and Level II program for LAD specialty area?

No. The dates for program sponsors to transition from the Level I to Preliminary programs have passed. Individuals completing the Education Specialist Credential: LAD program will be issued a Preliminary credential and then will need to earn the Clear credential.

Glossary of Terms

Term	Definition
Authorization	Each credential, certificate, authorization, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. Each authorization statement provides the specifics for the authorization.
Disability Area	Refers to Federal Disability areas such as Specific Learning Disability, Deaf-Blind, Other Health Impaired, and Traumatic Brain Injury, etc. See the list at: http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf for complete definitions of each area.
Educational Assessment (LAD)	<i>Assessment of students in a comprehensive manner within the authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</i>
Education Services (SLP)	<i>Educational Services include the development of speech and language goals and objectives and the delivery of speech and language services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student's speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student's speech and language-based academic success is included.</i>
Education Specialist Credential: LAD Specialty Area Authorization Statement	<i>The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas, in preschool, kindergarten, in grades 1 - 12 through age 22, and</i>

Term	Definition
	<p><i>classes organized primarily for adults in services across the continuum of program options available.</i></p> <p><i>The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to provide instructional services to students with academic communication and language needs but does not take the place of speech and language services as defined in Education Code section 56333.</i></p>
Individualized Education Program (IEP) Team	<p>As required in Title 5 section 3030 (found in Appendix 5), students must be assessed to determine that the degree of their impairment requires special education services in one or more of the program options authorized by Education Code section 56361. The decision whether the assessment results demonstrate that the degree of the student's impairment requires special education services is made by the Individualized Education Program (IEP) Team including the assessment personnel. The specific implementation processes and procedures of these criteria shall be developed by each special education local plan area.</p> <p>The IEP Team may have additional titles in areas of California including the Multi-Disciplinary Assessment Team (MDAT) and Assessment/IEP Team.</p>
Language, Speech, and Hearing Assessment (SLP)	<p><i>Assessments include procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.</i></p>
Preliminary Education Specialist Teaching Credential	<p>Effective June 26, 2010, this is the entry level Education Specialist Credential issued for five years following completion of a specific set of requirements including but not limited to a bachelor's degree, preparation program including student teaching, and specific content coursework. The credential also includes authorizations for autism spectrum disorders to serve in a resource setting, and to provide instructional services to English learners with special needs.</p>
Services Credential	<p>A credential that authorizes an individual to provide services in the California public schools. Requirements for a services credential include the completion of a professional preparation program in the specific area. Services Credential Programs include Administrative, Pupil Personnel and Speech-Language Pathology.</p>
Special Education Support (LAD)	<p><i>Support includes participation in the IEP, Individualized Family Service Program, and/or Individualized Transition Plan process including planning and implementation of the student's IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special education support does not include providing language, speech and hearing therapy, orientation and mobility, or audiology services.</i></p>

Term	Definition
Speech-Language Pathology Services Credential Authorization Statement	<i>A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.9.3.</i>
Students with Special Needs	Refers to students who are have been identified as needing specific services based on an Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP). Federal regulations refer to ‘child with a disability’.
Teaching Credential	A credential that authorizes an individual to provide instructional services in the California public schools in specific subject matter and settings.

Appendix 1

Federal Disability Categories and California's Education Specialist Teaching Authorizations

Federal Disability Categories	LAD	MM	MS	ECSE ¹	DHH	VI	PHI
Autism (AUT): developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance.	#	*	X	X	*	*	*
Deaf-Blindness (DB): concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness	#		X		X	X	
Deafness and Hearing Impairment (DHH): impairment in hearing or processing linguistic information through hearing, whether permanent or fluctuating, that adversely affects a child's educational performance	#				X		
Emotional Disturbance (ED): An inability to learn that cannot be explained by intellectual, sensory, or health factors, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers that adversely affects a child's educational performance	#	X	X	X			
Mental Retardation (MR): significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance	#	X	X	X			
Multiple Disabilities (MD): means concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.	#		X	X			X
Orthopedic Impairment (OI): severe orthopedic impairment that adversely affects a child's educational performance	#						X
Other Health Impairment (OHI): limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, is due to chronic or acute health problems adversely affects a	#	*		X			X

Federal Disability Categories	LAD	MM	MS	ECSE ¹	DHH	VI	PHI
child's educational performance							
Specific Learning Disability (SLD): means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia	#	X		X			
Speech or Language Impairment (SLI): a communication disorder, such as an articulation disorder, abnormal voice, or fluency disorder that adversely affects a child's educational performance ■							
Language disorder: expressive or receptive language disorder that adversely affects a child's educational performance ■	#						
Traumatic Brain Injury (TBI): an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.	#			X			X
Visual Impairment (VI): an impairment that, even with correction, adversely affects a child's educational performance	#					X	

¹ Birth to Pre-K Only

X = Programs under both the 1997 and 2009 standards prepare candidates to work with students in this disability category

***** = Programs under the recently adopted standards (2009) prepare candidates to work with students in this disability category

= *Education Specialist: Language and Academic Development* programs prepare candidates to provide academic instruction for students in this disability category **if** the student has identified needs in **academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development**. Usually additional services would still need to be provided for students with DB, DHH, MD, OI, OHI, or VI. **Bold** indicates the disability categories that are most likely to be served by an individual holding a LAD

■ = See Appendix #2 and #4

LAD= Language and Academic Development

MM= Mild/Moderate

MS= Moderate/Severe

ECSE= Early Childhood Special Education

DHH= Deaf and Hard of Hearing

VI= Visual Impairment

PHI= Physical and other Health Impairment

Appendix 2

Special Education Eligibility Criteria (CDE) and Education Specialist Teaching Authorizations (Commission Issued)							
5 CCR 3030 - Eligibility Criteria [CDE regulations]	Commission's Teaching Credentials						
	LAD	MM	MS	ECSE	DHH	VI	PHI
(a) A pupil has a hearing impairment , ...	#				X		
(b) A pupil has concomitant hearing and visual impairments (Deaf-Blind)	#				X	X	
(c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria: (1) Articulation disorder.							
(2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.							
(3) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.							
(4) Language Disorder. The pupil has an expressive or receptive language disorder	X	X ¹		X ¹			
(d) A pupil has a visual impairment ...	#					X	
(e) A pupil has a severe orthopedic impairment ...	#						X
(f) A pupil has limited strength, vitality or alertness, due to chronic or acute health problems (Other Health Impairments) ...	#	X		X			X
(g) A pupil exhibits any combination of the autistic-like behaviors ...	X ²	X ²	X	X	X ²	X ²	X ²
(h) A pupil has significantly below average general intellectual functioning (Mental Retardation) ...	X	X	X	X			
(i) Because of a serious emotional disturbance , ...	#	X	X	X			
(j) A pupil has a disorder (Specific Learning Disorder) ...	X	X		X			
Federal Disability Categories: Eligibility Criteria	Commission's Teaching Credentials						
	LAD	MM	MS	ECSE	DHH	VI	PHI
Multiple Disabilities	X		X	X			X
Traumatic Brain Injury	X			X			X

X Programs prepare candidates to teach students in this disability category

If the student has identified needs in **academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development**, usually additional services would still need to be provided for students with DB, DHH, MD, OI, OHI, or VI.

1 M/M and EC SE areas authorize instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22. However, holder of the LAD has additional preparation in this area (limited to preschool, grades K-12 up to age 22)

2 Programs operating under the 2009 standards only

Appendix 3

5 CCR 3030 - Eligibility Criteria Ed SP: LAD – Education Specialist: Language and Academic Development SLP with SCA: Speech-Language Pathology with the Special Class Authorization SLP: Speech-Language Pathology	Teaching		Services
	Ed Sp: LAD	SLP w SCA	SLP
(c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:			
(1) Articulation disorder. (A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. (B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.	No	Yes	Yes
(2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.	No	Yes	Yes
(3) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.	No	Yes	Yes
(4) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria: (A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or (B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.	Yes	Yes	Yes

Note: *Education Specialist: Language and Academic Development* programs prepare candidates to provide academic instruction for students **if** the student has identified needs in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development.

SLP Credential holders are responsible for serving students with special needs who exhibit speech and/or language disorders as determined by the IEP Team.

If the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the IEP Team may determine that **both** SLP services and specially designed special education instruction from the holder of the LAD authorization are required.

Appendix 4

Title 5 section 3030 - Eligibility Criteria

A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupil's impairment as described in Section 3030 (a through j) requires special education in one or more of the program options authorized by Section 56361 of the Education Code. The decision as to whether or not the assessment results demonstrate that the degree of the pupil's impairment requires special education shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(d) of the Education Code. The individualized education program team shall take into account all the relevant material which is available on the pupil. No single score or product of scores shall be used as the sole criterion for the decision of the individualized education program team as to the pupil's eligibility for special education. The specific processes and procedures for implementation of these criteria shall be developed by each special education local plan area and be included in the local plan pursuant to Section 56220(a) of the Education Code.

- (a) A pupil has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.*
- (b) A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.*
- (c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:*
 - (1) Articulation disorder.*
 - (A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.*
 - (B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.*
 - (2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.*
 - (3) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.*
 - (4) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:*
 - (A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or*
 - (B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When*

standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

- (d) A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.*
- (e) A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.*
- (f) A pupil has limited strength, vitality or alertness, due to chronic or acute health problems, including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affects a pupil's educational performance. In accordance with Section 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature as defined by Section 3001(v).*
- (g) A pupil exhibits any combination of the following autistic-like behaviors, to include but not limited to:*
 - (1) An inability to use oral language for appropriate communication.*
 - (2) A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.*
 - (3) An obsession to maintain sameness.*
 - (4) Extreme preoccupation with objects or inappropriate use of objects or both.*
 - (5) Extreme resistance to controls.*
 - (6) Displays peculiar motoric mannerisms and motility patterns.*
 - (7) Self-stimulating, ritualistic behavior.*
- (h) A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.*
- (i) Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:*
 - (1) An inability to learn which cannot be explained by intellectual, sensory, or health factors.*
 - (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.*
 - (3) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.*
 - (4) A general pervasive mood of unhappiness or depression.*
 - (5) A tendency to develop physical symptoms or fears associated with personal or school problems.*
- (j) A pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas specified in Section 56337(a) of the Education Code. For the purpose of Section 3030(j):*
 - (1) Basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.*
 - (2) Intellectual ability includes both acquired learning and learning potential and shall be determined by a systematic assessment of intellectual functioning.*
 - (3) The level of achievement includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.*
 - (4) The decision as to whether or not a severe discrepancy exists shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(d), which takes into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the individualized*

education program team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the individualized education program team shall use the following procedures:

- (A) When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.*
- (B) When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.*
- (C) If the standardized tests do not reveal a severe discrepancy as defined in subparagraphs (A) or (B) above, the individualized education program team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:*
 - 1. Data obtained from standardized assessment instruments;*
 - 2. Information provided by the parent;*
 - 3. Information provided by the pupil's present teacher;*
 - 4. Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;*
 - 5. Consideration of the pupil's age, particularly for young children; and*
 - 6. Any additional relevant information.*
- (5) The discrepancy shall not be primarily the result of limited school experience or poor school attendance.*

Commission on Teacher Credentialing

Special Education References



Coded Correspondence (Coded) - Official communication of Commission; found on Commission website (www.ctc.ca.gov) under Public Notices and on the Credential Information Guide

Credential Information Alert (CIA) – Certification Division communication; found only on the Credential Information Guide

Program Sponsor Alert (PSA) – Professional Services Division communication; found on Commission website under Program Sponsors tab: <http://www.ctc.ca.gov/educator-prep/PS-alerts.html>

List Servs

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<u>CTC News</u>	<u>PSD News</u>	<u>CAW News</u>
Coded Correspondence; Proposed Regulations; and Commission Agendas	Program Sponsor Alerts and News relating to the Professional Services Division and Program Sponsors	Credential Information Alerts; Process updates for stakeholders; and News relating to the Certification Division
NewsList- subscribe@lists.ctc.ca.gov	psd-news- subscribe@lists.ctc.ca.gov	cawnews- subscribe@lists.ctc.ca.gov

Note: The links listed below may need to be copied and pasted to access the publications.

Special Education Webpages:

Certification Page: <http://www.ctc.ca.gov/credentials/CREDS/special-ed.html>

Language and Academic Development (LAD) Frequently Asked Questions (under What's New)
<http://www.ctc.ca.gov/educator-prep/special-education.html>

Frequently Asked Questions for Special Education
<http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-FAQ.pdf>

Special Education Authorization Chart
<http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf>

Authorization Statements for Added Authorizations in Special Education (AASE)
<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-authorizations.pdf>

Frequently Asked Questions for AASE
<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-auth-FAQ.pdf>

Documents Eligible to Earn an AASE
<http://www.ctc.ca.gov/credentials/CREDS/special-ed-added-auth-chart.pdf>

Federal Disability Definitions
<http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf>

Program Sponsor Page: <http://www.ctc.ca.gov/educator-prep/special-education.html>

Coded Correspondence, Credential Information Alerts, and Program Sponsor Alerts for Special Education

Coded Correspondence

Title 5 Regulations Pertaining to the Education Specialist Credential: Language and Academic Development, Coded Correspondence 11-16 – <http://www.ctc.ca.gov/notices/coded/2011/1116.pdf>

Title 5 Regulations Pertaining to the Speech-Language Pathology Services Credential and Special Class Authorization, Coded Correspondence 11-13
<http://www.ctc.ca.gov/notices/coded/2011/1113.pdf>

Title 5 Regulations Pertaining to the Adapted PE, Resource Specialist, and Early Childhood Special Education Added Authorizations Coded Correspondence 11-12 -
<http://www.ctc.ca.gov/notices/coded/2011/1112.pdf>

Proposed Amendments to Title 5 Regulations Pertaining to the Education Specialist Teaching Credential Coded Correspondence 11-04 - <http://www.ctc.ca.gov/notices/coded/2011/1104.pdf>

Alternative Route to Provide Special Education Services to Students with Autism Extension Coded Correspondence 10-15 - <http://www.ctc.ca.gov/notices/coded/2010/1015.pdf>

Title 5 Regulations Pertaining to Special Education Authorizations & Assignment Options Coded Correspondence 10-14 - <http://www.ctc.ca.gov/notices/coded/2010/1014.pdf>

Title 5 Regulations Pertaining to Special Education Service Credentials Coded Correspondence 10-13 - <http://www.ctc.ca.gov/notices/coded/2010/1013.pdf>

Title 5 Regulations Pertaining to Special Education Credential Requirements Coded Correspondence 10-12 - <http://www.ctc.ca.gov/notices/coded/2010/1012.pdf>

Title 5 Regulations Pertaining to Added Authorizations to Special Education (AASE) Coded Correspondence 09-16 - <http://www.ctc.ca.gov/notices/coded/2009/0916.pdf>

Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits – Coded Correspondence 09-15
<http://www.ctc.ca.gov/notices/coded/2009/0915.pdf>

Alternative Route to Provide Special Education Services to Students with Autism Coded Correspondence 08-10 - <http://www.ctc.ca.gov/notices/coded/2008/0810.pdf>

Alternate Routes to Provide Special Education Services to Students with Autism Ages Three & Four Coded Correspondence 08-13 - <http://www.ctc.ca.gov/notices/coded/2008/0813.pdf>

Credential Information Alerts (CIA)

Special Education Limited Assignment Teaching Permits - CIA 11-02
http://www.ctc.ca.gov/credentials/cig2/alerts/2011_alerts/1102.pdf

Variable Term Waivers for Added Authorizations in Special Education - CIA 10-11
http://www.ctc.ca.gov/credentials/cig2/alerts/2010_alerts/1011.pdf

Program Sponsor Alerts (PSA)

Requirements for the Level II or Clear Education Specialist Credential - PSA 11-14 -
<http://www.ctc.ca.gov/educator-prep/PS-alerts/2011/PSA-11-14.pdf>

Information Leaflets

California-Prepared Education Specialist Candidates -
<http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

Out-of-State-Prepared Education Specialist Candidates -
<http://www.ctc.ca.gov/credentials/leaflets/cl808.pdf>

Out-of-Country-Prepared Education Specialist Candidates -
<http://www.ctc.ca.gov/credentials/leaflets/cl872.pdf>

Added Authorizations in Special Education (AASE) –
<http://www.ctc.ca.gov/credentials/leaflets/cl890.pdf>

Special Education Limited Assignment Teaching Permit -
<http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf>

Speech-Language Pathology Services Credential and Special Class Authorization -
<http://www.ctc.ca.gov/credentials/leaflets/cl879.pdf>

Adapted PE Added Authorization - <http://www.ctc.ca.gov/credentials/leaflets/cl623.pdf>

Resource Specialist Added Authorization - <http://www.ctc.ca.gov/credentials/leaflets/cl625.pdf>

Early Childhood Special Education Added Authorization - Information Leaflet - *see links above for Education Specialist Credentials*

Program Sponsor Special Education Information

Program Sponsor Page: <http://www.ctc.ca.gov/educator-prep/special-education.html>

Approved *Added Authorization in Special Education* Programs:
<http://www.ctc.ca.gov/educator-prep/special-education-docs/approved-Sp-Ed-Added-Auth-progs.pdf>

Approved Programs Pages for all Programs: (*select type of program from pull down menu*)
http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html - Commission webpage
http://134.186.81.79/fmi/xsl/CIG_apm/PPPM_all.xsl - Credential Information Guide

Initial Institutional and Program Review Information:
<http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

Special Education Program Standards:
<http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>

All Program Standards including Common Standards and Preconditions:
<http://www.ctc.ca.gov/educator-prep/program-standards.html>